



Corby Business Academy

## Provision Specifications

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### Corby Business Academy - Unit Provision

Gretton Road, Corby, Northamptonshire NN17 5EB

[www.corbybusinessacademy.org](http://www.corbybusinessacademy.org)

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#### Type of Provision

Corby Business Academy's unit provision (UP) offers discrete provision and inclusion into the mainstream (where appropriate). It caters for 75 pupils aged 11-18 years. Ten places are for post-16, and eight places are within the ASD base. Corby Business Academy is part of the Brooke Weston Trust.

#### The pupils at Corby Business Academy's unit provision will have:

- Moderate Learning Disabilities (MLD)
- Severe Learning Disabilities (SLD)
- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN)

#### Admission Criteria and Arrangements

- The Local Authority will determine admission to the school. It will consider parental preference and consult with the governing body and headteacher. It will follow the [Special Educational Needs and Disability Code of Practice: 0 to 25 Years \(2015\)](#).
- Pupils will have complex learning needs, which results in a need for small groups and specialist teaching.



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- All pupils will have an Education Health and Care (EHC) Plan. The Local Authority will have identified their needs as requiring placement at Corby Business Academy's unit provision.
- Placements are made throughout the year, although most occur at the start of the academic year. Wherever possible, a staff member will attend the pupil's Year 6 review (of special educational needs) before the transfer. Staff will liaise with the current school to enable a smooth transition.
- The post-16 provision caters to pupils with severe learning disabilities (SLD) working significantly below age-related expectations. It caters for ten pupils in years 12-13.

## Academy Characteristics

The unit provision is seen as an integral part of the academy. It delivers a high quality, personalised, and innovative curriculum that is aspirational in the attainment of all pupils, regardless of their starting points. It is a supportive and nurturing environment that fosters independence, develops confidence, and instils resilience in all pupils.

Educational experiences celebrate individuality, and provide opportunities to embed functional skills for lifelong learning. There is a high focus on personal development, enabling pupils to gain cultural capital and contribute towards society as they move through the transitions ahead of them.

- Where possible, pupils are taught in Key Stage groups. Some pupils with severe learning needs may be taught in a mixed Key Stage group.
- The individual needs and learning styles of pupils will determine the methodologies used. These may include:
  - One-to-one and small group learning
  - Integrated individual programmes of work
  - Interventions suggested by therapists and other professionals
  - Sign supported lessons
  - Alternative augmented communication (AAC)
  - Sensory integration and structured teaching using the TEACCH approach
  - Each pupil has a base teacher who coordinates their pastoral and curricular needs and ensures the EHC Plan provision is implemented, monitored, and reviewed.



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- The academy is committed to offering carefully structured access (with appropriate support) to the main school curriculum if appropriate to the pupils' needs.
- There is a management structure within the unit provision.

### **Arrangements for Including Pupils in the Mainstream Provision**

All pupils have access to a broad, balanced, and relevant curriculum. Access to the main school curriculum for pupils is promoted (according to the needs of the pupil) by:

- EHC Plan provision.
- Teaching staff within the unit provision working with main school staff on joint curriculum initiatives and team teaching.
- Ensuring that all pupils are involved in the general life of the school.
- Creating opportunities to involve main school pupils in the life of the unit provision.

### **Reviews**

#### **Role of the School:**

- Review arrangements for pupils with EHC Plans are set out in the SEND Code of Practice. Corby Business Academy will adhere to them, ensuring that due process is followed and relevant timeframes are adhered to.

#### **Role of the Local Authority:**

- The Local Authority will review a pupil's EHC Plan under the SEND Code of Practice. It will ensure that due process is followed and relevant timeframes are adhered to.

### **Assessment and Monitoring**

#### **Of the Pupils:**

- In addition to the academy's internal assessments, reviews, and monitoring, each pupil has a statutory review of their EHC Plan. Annual Reviews (ARs) offer a formal



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setting in which to discuss the progress and provision of the EHC Plan.

- Objectives and intended outcomes are reviewed three times a year. If a pupil makes significant progress, the professionals and parents might feel that the EHC Plan is no longer required). If this happens, the academy will consider whether the pupil's needs can be addressed within the mainstream provision. If they can, the academy will create a transition plan, and the pupil will join full-time mainstream provision.
- Individual learning programmes are written to ensure quality-first interventions. They are reviewed on a needs basis.
- Care Plans and Positive Intervention and Behaviour Plans are written and reviewed on a needs basis.
- The unit provision holds a parents' evening each year and an annual review. Progress is reported to parents twice a year through formal reports and at the annual review.
- At KS3, pupils are assessed using progression steps 1-10.
- At KS4, pupils are placed on a personalised accreditation progression pathway for lifelong learning.

#### **Of the Provision:**

- The unit provision is inspected and graded by OFSTED as part of whole school inspections. Latest report: Requires Improvement (29 April 2021).

#### **Staffing Details**

The unit provision includes teachers, instructors, higher level teaching assistants (HLTAs) and learning support assistants (LSAs). All staff are experienced in meeting the identified needs of pupils with learning disabilities and autism. There are appropriate numbers of staff for each group of pupils.

The unit provision's management structure comprises:  
a unit manager and two assistant unit managers who lead the strategic responsibilities of the provision under the guidance of the academy's principal.

There may be additional support for named pupils from access communication support workers or other individual support staff. Training and induction are given to all staff across the school with the aim that they will be able to work with all pupils.

**For more information about Corby Business Academy, please visit its website: [www.corbybusinessacademy.org](http://www.corbybusinessacademy.org).**



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